

JOHN C CALHOUN ELEMENTARY

750 North Calhoun Street
Calhoun Falls, South Carolina 29628

GRADES K-5 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Sherwin L. Johnson 864-447-8016

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. C. Allen Kolb 864-366-9681

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	51	13	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

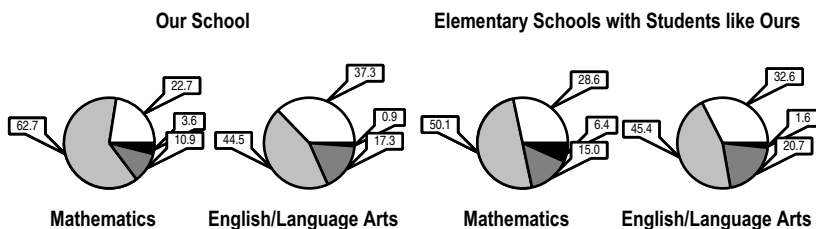
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	21	43	23
Percent satisfied with learning environment	100.0%	93.0%	77.3%
Percent satisfied with social and physical environment	95.2%	93.0%	73.9%
Percent satisfied with home-school relations	47.6%	86.0%	78.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	116	100.0	37.3	44.5	17.3	0.9	18.2	17.6
Gender								
Male	63	100.0	45.8	45.8	8.5	N/A	8.5	17.6
Female	53	100.0	27.5	43.1	27.5	2.0	29.4	17.6
Racial/Ethnic Group								
White	44	100.0	36.6	36.6	24.4	2.4	26.8	17.6
African-American	69	100.0	36.4	50.0	13.6	N/A	13.6	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	100	100.0	35.4	46.9	16.7	1.0	17.7	17.6
Disabled	16	100.0	50.0	28.6	21.4	N/A	21.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	116	100.0	37.3	44.5	17.3	0.9	18.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	116	100.0	37.3	44.5	17.3	0.9	18.2	17.6
Socio-Economic Status								
Subsidized meals	86	100.0	39.5	48.1	11.1	1.2	12.3	17.6
Full-pay meals	30	100.0	31.0	34.5	34.5	N/A	34.5	17.6

Mathematics								
All students	116	100.0	22.7	62.7	10.9	3.6	14.5	15.5
Gender								
Male	63	100.0	28.8	62.7	8.5	N/A	8.5	15.5
Female	53	100.0	15.7	62.7	13.7	7.8	21.6	15.5
Racial/Ethnic Group								
White	44	100.0	17.1	61.0	14.6	7.3	22.0	15.5
African-American	69	100.0	25.8	63.6	9.1	1.5	10.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	100	100.0	21.9	62.5	11.5	4.2	15.6	15.5
Disabled	16	100.0	28.6	64.3	7.1	N/A	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	116	100.0	22.7	62.7	10.9	3.6	14.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	116	100.0	22.7	62.7	10.9	3.6	14.5	15.5
Socio-Economic Status								
Subsidized meals	86	100.0	22.2	67.9	8.6	1.2	9.9	15.5
Full-pay meals	30	100.0	24.1	48.3	17.2	10.3	27.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	22	N/A	18.2	45.5	36.4	N/A	36.4
	Grade 4	44	N/A	20.9	58.1	18.6	2.3	20.9
	Grade 5	38	N/A	36.8	47.4	15.8	N/A	15.8
	Grade 6	41	N/A	50.0	35.0	15.0	N/A	15.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	100.0	29.5	40.9	27.3	2.3	29.5
	Grade 4	25	100.0	39.1	52.2	8.7	N/A	8.7
	Grade 5	46	100.0	44.2	44.2	11.6	N/A	11.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	22	N/A	63.6	31.8	4.5	N/A	4.5
	Grade 4	44	N/A	25.0	47.7	20.5	6.8	27.3
	Grade 5	38	N/A	47.4	39.5	7.9	5.3	13.2
	Grade 6	41	N/A	32.5	47.5	17.5	2.5	20.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	45	100.0	22.7	61.4	11.4	4.5	15.9
	Grade 4	25	100.0	17.4	73.9	8.7	N/A	8.7
	Grade 5	46	100.0	25.6	58.1	11.6	4.7	16.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.4%	Up from 3.4%	3.4%	2.4%
Attendance rate	94.6%	Down from 95.8%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.4%	Down from 4.7%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.9%	Up from 3.0%	9.0%	8.0%
Older than usual for grade	0.8%	Down from 1.0%	2.0%	1.1%
Suspended or expelled	2.5%	Down from 3.0%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	29.4%	Down from 31.8%	43.9%	50.0%
Continuing contract teachers	94.1%	Up from 81.8%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.9%	Down from 73.2%	84.7%	86.2%
Teacher attendance rate	95.5%	Up from 92.6%	94.9%	95.3%
Average teacher salary	\$36,809	Up 3.7%	\$39,285	\$39,909
Prof. development days/teacher	9.2 days	Down from 11.5 days	12.1 days	11.4 days

School				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio	20.9 to 1	Up from 16.7 to 1	18.1 to 1	18.9 to 1
Prime instructional time	88.8%	Up from 87.3%	89.3%	89.7%
Dollars spent per pupil*	\$5,904	Up 0.8%	\$6,006	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 65.8%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 88.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Commitment to the value of education is a key factor influencing the academic progress of students and the school. At John C. Calhoun Elementary, the administration, faculty, and staff are committed to continuous academic progress and excellence. We invite you to join us in this commitment to continuous progress and excellence.

At JCCE, we commit to improving teaching and learning so that every child scores basic or above, raising academic expectations for every child to increase the number of students scoring proficient and advanced, and seeking support from the parents, businesses, and the overall community to promote the academic success of each student.

As outlined in our School Renewal Plan, we will set about accomplishing these goals by concentrating on the development of learning-to-learn skills, thinking and reasoning skills, and personal and social responsibility skills. We will also work to improve our mathematics and English language arts programs.

PACT results for the 2001 and 2002 school years indicate a slight improvement in mathematics, especially in the area of students scoring Proficient. In the area of English language arts, however, the overall results indicated a slight decline in the students scoring Basic or above.

Teachers at JCCE continue to work diligently to ensure that classroom instruction and assessment are aligned with the State's Academic Achievement Standards. To this end, the faculty participated in several activities to help ensure the curriculum's alignment with the South Carolina Standards.

As part of a district-wide initiative during the 2002-2003 school year, our faculty began using the "Thinking Maps" instructional strategy to promote the thinking and reasoning skills of students. During 2003-2004, the faculty will extend the use of these strategies to help students become more proficient writers.

Near the end of the 2002-2003 school year, JCCE was selected by the State Department of Education as one of twelve schools in the state to participate in a five-year South Carolina School Improvement Grant initiative. Through technical support and training, JCCE will implement research-based behavior supports and reading strategies to become a model school for the State.

Sherwin L. Johnson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.